

Year 4
Home Learning Expectations



Dear Parents and Carers,
Please have a look at our home learning expectations for the year ahead...

Home learning in Week 1 of each term:

Share our curriculum newsletter detailing what you will be learning in the term ahead with parents/carers. Discuss what you already know about these topics and what you are most looking forward to learning.

Reading:

Please ensure you read regularly at home all year. You should be taking Accelerated Reader quizzes on each book that you read and making progress towards reaching your target.

MyMaths:

There will be regular tasks set on MyMaths for you to complete at home. Please check.

Spellings:

Each week, we will be sending home the spelling words that the children will be learning and practicing in class the following week. These will be sent home every Friday. Please help your child to practice these spellings at home.

Home learning grid:

Each week, you can select an activity from our home learning grid to complete. Make sure you consider carefully how to present your learning and remember spelling, punctuation and grammar.

Thank you in advance for your help and support with home learning. If you would like to see a more detailed version of the school's home learning policy, a copy is available on our website. If you have any concerns or questions in relation to home learning, please feel free to contact your child's class teacher via email.

Year 4 Team

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**Year 4 Curriculum Newsletter &
Home Learning
Term 1**



Dear Parents and Carers,

Please have a look at our class curriculum and home learning grid for the coming term...

English: This term our English learning is based on the book *The Tin Forest* by Helen Ward. We will be writing a diary entry, a playscript, a setting description and a book review. We will also be using this book as a reading text, focusing on skills such as inferring and predicting.

Maths: In Maths, we will start by looking at place value. We will be using both manipulatives and picture representations to support our learning about partitioning numbers up to 10,000. We will then move on to Addition and Subtraction with and without exchanging. We will also practise times tables every day.

In the wider curriculum this term, we are studying:

Geography: Rainforests

Science: Sound

Art: Drawing

DT: Textiles – Making a fabric book sleeve

RE: Why is Jesus inspiring to some people?

PE: Hockey & Dodgeball

Music: Ukulele

PSHE and Rights: Physical Health and Wellbeing and Article 27 (all children have a right to live in safe place) and 38 (children must be protected from war.)

Computing: Computing Systems and Networks: Collaborative Learning

French: Phonics and 'In the Classroom'

 Head	 Heart	 Hand
Collect facts about an endangered animal from the rainforest. What are the threats to its habitat? Present your information in a poster or fact file.	Write a speech or a letter to the people responsible for cutting down the rainforest (e.g. farmers, miners, road builders, loggers etc) explaining the harm they are causing and encouraging them to take action to save the rainforest.	Cut a piece of thread, making sure it is a bit longer than your arm. Tie the middle of it around the handle of a fork. Wind each end of the thread around one finger on each of your hands, so you are holding the thread, with the fork dangling down. Place your fingers just near your ears, but not inside them. Knock the fork gently against a table. What can you hear?
Create a quiz all about sound and bring it in to test your classmates' knowledge.	Write about someone who inspires you. It could be someone who know personally or a well-known person, either living or dead.	Create a diorama of the rainforest making sure you include animals found in each of the four layers.
Research how our ears work to hear sound.	Think about your home and list what makes it a safe home for you to live in. Take into account the street and local area you live in.	Go on a sound hunt: make a list of sounds you hear at home, outside, or on the way to school. Group sounds into <i>loud/quiet, high/low pitch, or natural/man-made.</i>